

Index to Volume 35, 1991

Articles

- ANDRICH, D. Applying modern social measurement theory for the general analysis of profiles of performance. No. 1, 11-23.
- BESSANT, J. The survival of academic publishing in the current political climate: *Melbourne Studies in Education*. No. 1, 107-111.
- BURKE, C. See Hewitson, M., McWilliam, E., & Burke, C.
- CAMPBELL, I. M. See Rosenbaum, T., McMurray, N. E. & Campbell, I. M.
- CHANDLER, M. See Yates, G.C.R. & Chandler, M.
- COLLINS, C. Theories of social reality and their importance for schooling as a social project. No. 1, 5-10.
- CONNELL, R. W. The workforce of reform: Teachers in the disadvantaged schools program. No. 3, 229-245.
- EGAN, K. Education and the mental life of young children. No. 1, 60-74.
- EVERETT, J. E. & ROBINS, J. Tertiary entrance predictors of first-year university performance. No. 1, 24-40.
- HEWITSON, M., MCWILLIAM, E., & BURKE, C. Responding to teacher education imperatives for the nineties. No. 3, 246-260.
- KIDD, G. & NAYLOR, F. The predictive power of measured interests in tertiary course choice: The case of science. No. 3, 261-272.
- MCINERNEY, D. M. Key determinants of motivation of non-traditional Aboriginal students in school settings: Recommendations for educational change. No. 2, 154-174.
- McMURRAY, N. E. See Rosenbaum, T., McMurray, N. E., & Campbell, I. M.
- McWILLIAM, E. See Hewitson, M., McWilliam, E., & Burke, C.
- MAGEEAN, B. Self-rapport: A note on psychology and instruction. No. 1, 41-59.
- MARGINSON, S. Productivity and efficiency in education. No. 2, 201-214.
- MAXWELL, T. W. Professional development policy in a small rural education system. No. 1, 89-106.
- NAYLOR, F. See Kidd, G. & Naylor, F.
- POWLES, M. Development of financial independence from the family: A model. No. 1, 75-88.
- ROBINS, J. See Everett, J. E. & Robins, J.
- ROSENBAUM, T., McMURRAY, N. E. & CAMPBELL, I. M. The effects of rational emotive education on locus of control, rationality and anxiety in primary school children. No. 2, 187-200.
- RUSSELL, A. Parental role conceptions associated with preschool involvement. No. 3, 273-291.
- SACHS, J. In the national interest? Strategic coalitions between education and industry. No. 2, 125-130.
- SMITH, R. Editorial. No. 1, 3-4; No. 2, 123-124; No. 3, 227-228.
- STOCKLEY, D. See Bessant, J. & Stockley, D.
- SWINDELL, R. F. Educational opportunities for older persons in Australia: A rationale for further development. No. 2, 175-186.
- WALKER, R. The development of educational computing policy in the Victorian school system. No. 3, 292-313.
- WILLIAMSON, A. Learning 'white way': Curriculum, context, and custom in schooling Torres Strait Islanders before World War II. No. 3, 314-331.
- YATES, G.C.R. & CHANDLER, M. The cognitive psychology of knowledge: Basic research findings and educational implications. No. 2, 131-153.

Books Reviewed

- BALL, SIR C. & EGGINS, H. (Eds.). *Higher education into the 1990s: New dimensions* (G. Harman). No. 1, 115-116.
- BEARE, H., CALDWELL, B. J. & MILLIKAN, R. H. *Creating an excellent school: Some new management techniques* (C. Deer). No. 3, 337-338.
- BOYD, W. & CIBULKA, J. (Eds.). *Private schools and public policy: International perspectives* (J. Kenway). No. 2, 222-223.
- BROWN, D. J. *Decentralization and school-based management* (B. Lingard). No. 3, 338-339.

Index to Volume 35, 1991

Articles

- ANDRICH, D. Applying modern social measurement theory for the general analysis of profiles of performance. No. 1, 11-23.
- BESSANT, J. The survival of academic publishing in the current political climate: *Melbourne Studies in Education*. No. 1, 107-111.
- BURKE, C. See Hewitson, M., McWilliam, E., & Burke, C.
- CAMPBELL, I. M. See Rosenbaum, T., McMurray, N. E. & Campbell, I. M.
- CHANDLER, M. See Yates, G.C.R. & Chandler, M.
- COLLINS, C. Theories of social reality and their importance for schooling as a social project. No. 1, 5-10.
- CONNELL, R. W. The workforce of reform: Teachers in the disadvantaged schools program. No. 3, 229-245.
- EGAN, K. Education and the mental life of young children. No. 1, 60-74.
- EVERETT, J. E. & ROBINS, J. Tertiary entrance predictors of first-year university performance. No. 1, 24-40.
- HEWITSON, M., MCWILLIAM, E., & BURKE, C. Responding to teacher education imperatives for the nineties. No. 3, 246-260.
- KIDD, G. & NAYLOR, F. The predictive power of measured interests in tertiary course choice: The case of science. No. 3, 261-272.
- MCINERNEY, D. M. Key determinants of motivation of non-traditional Aboriginal students in school settings: Recommendations for educational change. No. 2, 154-174.
- McMURRAY, N. E. See Rosenbaum, T., McMurray, N. E., & Campbell, I. M.
- McWILLIAM, E. See Hewitson, M., McWilliam, E., & Burke, C.
- MAGEEAN, B. Self-rapport: A note on psychology and instruction. No. 1, 41-59.
- MARGINSON, S. Productivity and efficiency in education. No. 2, 201-214.
- MAXWELL, T. W. Professional development policy in a small rural education system. No. 1, 89-106.
- NAYLOR, F. See Kidd, G. & Naylor, F.
- POWLES, M. Development of financial independence from the family: A model. No. 1, 75-88.
- ROBINS, J. See Everett, J. E. & Robins, J.
- ROSENBAUM, T., McMURRAY, N. E. & CAMPBELL, I. M. The effects of rational emotive education on locus of control, rationality and anxiety in primary school children. No. 2, 187-200.
- RUSSELL, A. Parental role conceptions associated with preschool involvement. No. 3, 273-291.
- SACHS, J. In the national interest? Strategic coalitions between education and industry. No. 2, 125-130.
- SMITH, R. Editorial. No. 1, 3-4; No. 2, 123-124; No. 3, 227-228.
- STOCKLEY, D. See Bessant, J. & Stockley, D.
- SWINDELL, R. F. Educational opportunities for older persons in Australia: A rationale for further development. No. 2, 175-186.
- WALKER, R. The development of educational computing policy in the Victorian school system. No. 3, 292-313.
- WILLIAMSON, A. Learning 'white way': Curriculum, context, and custom in schooling Torres Strait Islanders before World War II. No. 3, 314-331.
- YATES, G.C.R. & CHANDLER, M. The cognitive psychology of knowledge: Basic research findings and educational implications. No. 2, 131-153.

Books Reviewed

- BALL, SIR C. & EGGINS, H. (Eds.). *Higher education into the 1990s: New dimensions* (G. Harman). No. 1, 115-116.
- BEARE, H., CALDWELL, B. J. & MILLIKAN, R. H. *Creating an excellent school: Some new management techniques* (C. Deer). No. 3, 337-338.
- BOYD, W. & CIBULKA, J. (Eds.). *Private schools and public policy: International perspectives* (J. Kenway). No. 2, 222-223.
- BROWN, D. J. *Decentralization and school-based management* (B. Lingard). No. 3, 338-339.

- BYRNE, B. M. *A primer of LISREL: Basic applications and programming for confirmatory factor analytic models* (D. Chant). No. 1, 118-119.
- CALDWELL, B. J. See Beare, H., Caldwell, B. J., & Millikan, R. H.
- CALLAN, V. J. See Heaven, P. C. L. & Callan, V. J.
- CIBULKA, J. See Boyd, W. & Cibulka, J.
- CONNELL, R. W., WHITE, V. M., & JOHNSON, K. M. *Poverty, education and the Disadvantaged Schools Program: Project overview and discussion of policy questions* (T. Seddon). No. 3, 334-335.
- CORSON, D. *Language across the curriculum* (G. Wells). No. 2, 216-218.
- DUNCOMBE, J. See Lee, D., Marsden, D., Rickman, P. & Duncombe, J. (in collaboration with K. Masters)
- EGGINS, H. See Ball, Sir C. & Eggins, H.
- FENNEMA, E. & LEDER, G. C. (Eds.). *Mathematics and gender* (J. Watson). No. 3, 340-341.
- FRASER, B. See Tobin, K., Kahle, J. B. & Fraser, B.
- GARRISON, J. W. See Macmillan, E. B. J. & Garrison, J. W.
- HEAVEN, P. C. L. & CALLAN, V. J. (Eds.). *Adolescence: An Australian perspective* (I. Jackson). No. 2, 224.
- JOHNSON, K. M. See Connell, R. W., White, V. M., & Johnson, K. M.
- KAHLE, J. B. See Tobin, K., Kahle, J. B. & Fraser, B.
- LEALAND, G. See Philips, D., Lealand, G., & McDonald, G.
- LEDER, G. C. See Fennema, E. & Leder, G. C.
- LEE, D., MARSDEN, D., RICKMAN, P., & DUNCOMBE, J. (in association with K. Masters). *Scheming for youth: A study of its enterprise culture* (D. Gleeson). No. 3, 336-337.
- MCCALLUM, D. *The social production of merit: Education psychology and politics in Australia, 1900-1950* (M. W. Apple). No. 2, 215-216.
- MCDONALD, G. See Philips, D., Lealand, G., & McDonald, G.
- MACMILLAN, C.B.J. & GARRISON, J. W. *A logical theory of teaching: Erotetics and intentionality* (D. Vandenberg). No. 1, 116-118.
- MARSDEN, D. See Lee, D., Marsden, D., Rickman, P., & Duncombe, J. (in association with K. Masters)
- MASTERS, K. See Lee, D., Marsden, D., Rickman, P., & Duncombe, J. (in association with K. Masters)
- MILLIKAN, R. H. See Beare, H., Caldwell, B. J., & Millikan, R. H.
- PHILIPS, D., LEALAND, G., & McDONALD, G. (Eds.). *The impact of American ideas on New Zealand's educational practice and thinking* (J. Knight). No. 1, 112-113.
- RICKMAN, P. See Lee, D., Marsden, D., Rickman, P., & Duncombe, J. (in collaboration with K. Masters)
- STERNBERG, L. See Taylor, R. L. & Sternberg, L.
- TAYLOR, R. L. & STERNBERG, L. *Exceptional children: Integrating research and teaching* (P. Pagliano). No. 2, 220-222.
- TOBIN, K., KAHLE, J. B., & FRASER, B. (Eds.). *Windows into science classrooms: Problems associated with higher-level cognitive learning* (S. Johnston). No. 3, 332-333.
- WATT, J. *Individualism and educational theory* (R. Young). No. 1, 113-115.
- WHITE, V. M. See Connell, R. W., White, V. M., & Johnson, K. M.
- WRIGHT N. *Assessing radical education: A critical review of the radical movement in English schooling, 1960-1980* (L. Yates). No. 2, 219-220.

Book Reviewers

- APPLE, M. W. No. 2, 215-216.
- CHANT, D. No. 1, 118-119.
- DEER, C. No. 3, 337-338.
- GLEESON, D. No. 3, 336-337.
- HARMAN, G. No. 1, 115-116.
- JACKSON, I. No. 2, 224.
- JOHNSTON, S. No. 3, 332-333.
- KENWAY, J. No. 2, 222-223.
- KNIGHT, J. No. 1, 112-113.
- LINGARD, B. No. 3, 338-339.
- PAGLIANO, P. No. 2, 220-222.
- SEDDON, T. No. 3, 334-335.
- VANDENBURG, D. No. 1, 116-118.
- WATSON, J. M. No. 3, 340-341.
- WELLS, G. No. 2, 216-218.
- YATES, L. No. 2, 219-220.
- YOUNG, R. No. 1, 113-115.